

UDC: 377.81

**INTERCULTURAL COMMUNICATION AS A MODEL OF
EDUCATIONAL CONTENT IN LINGUACULTURAL COMPETENCE**

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Abstract: With the development of cultural and economic ties between countries and peoples, the role of studying foreign languages increases. Every year, the demand for specialists who speak foreign languages increases. Currently, one of the most important areas of educational development is the use of a competency-based approach in the development of skills and abilities related to the practical application of a person's communicative abilities, his cultural, social and information competencies.

Key words: Linguistic competence, foreign language, communicative competence, communication situation, speech and socio-cultural knowledge, skills and abilities.

The pragmatic aspect of the goal of teaching foreign languages is associated with the formation of knowledge, skills and abilities in students, the possession of which allows them to join the ethnocultural values of the country of the language being studied and practically use a foreign language in situations of intercultural understanding and cognition. The totality of such knowledge, skills and abilities constitutes the communicative competence of students. The concept of communicative competence was the result of an attempt to draw a line between academic and basic interpersonal communicative skills of a person. Based on the communicative approach, in the process of teaching foreign languages it is necessary to develop the ability to communicate in a foreign language, or in other words, to acquire communicative competence. Communicative competence implies the ability to use all types of speech activity: reading, listening, speaking (monologue, dialogue), writing. The process of communication in a foreign language is studied not only as a process of transmitting and receiving information,

but also as a regulation of relations between partners, the establishment of various types of interaction, as the ability to evaluate, analyze a communication situation, subjectively evaluate one's communicative potential and make the necessary decision. [7]

The leading component in communicative competence is speech (communicative) skills, which are formed on the basis of:

- language skills and abilities;
- linguistic and cultural knowledge.

The following essential skills are included in communicative competence:

- read and understand simple, authentic texts (with understanding of the main content and with full understanding);
- communicate orally in standard situations in the educational, work, cultural, and everyday spheres.

This is how the minimum level of communicative competence is defined in the state educational standard for foreign languages. [5]

Foreign language communicative competence is a certain level of mastery of linguistic, speech and socio-cultural knowledge, skills and abilities, allowing the learner to communicatively acceptably and appropriately vary his speech behavior depending on the communication situation.

Foreign language communicative competence is necessary and sufficient for the correct solution of communicative and practical tasks by students in the studied situations of everyday, pedagogical, scientific, business, political and socio-political communication, the development of abilities and qualities necessary for communicative and socio-cultural self-development.

Linguistic competence is one of the main components of communicative competence. Its content is the ability of a person to correctly construct grammatical forms and syntactic constructions in accordance with the norms of a particular language.

Linguistic competence consists of the following types:

The importance of educational competence for students:

- organizes and optimizes independent work of students on the language;
- reduces time, physical and mental costs when working on a foreign language;
- improves the quality of mastery of foreign language communication;
- increases interest in the subject.

The content of the process of developing educational competence includes:

- knowledge of the methods of rational performance of educational work existing in generalized experience, of the available options for performing an educational action in the absence of a given algorithm.
- skills to diagnose one's own initial state in the field of rational organization of educational activities; select a method of educational activity that best suits individual personal characteristics; form an individualized set of individually -- rational educational skills and actively use it, independently monitor the correctness of this choice.

Compensatory competence is the ability to overcome difficulties in generating foreign language statements, i.e. its formation involves developing the ability and readiness to overcome the deficit of one's foreign language knowledge, skills and abilities.

The meaning of compensatory competence:

- allows one to overcome the inevitable difficulties associated with ignorance of language units, with misunderstanding of language, socio-cultural units;
- liberates, allows one to remove the language barrier;
- develops one's own communicative competence in one's native language.

[1]

The content of the process of compensatory competence formation:

- knowledge of verbal and non-verbal means of compensating for communication deficiencies (synonyms, periphrasis, facial expressions, gestures, body movements); compensatory strategies - speech behavior models, a set of speech actions for repeated achievement of the set communicative task.
- skills and abilities to use synonyms, periphrasis, generic names, generalized words, use analogies, associations, verbosity, knowledge of word formation, make a description, transformation, repetition of a phrase, ask questions, ask for help from a communication partner.

Sociocultural competence - the ability to build speech and non-speech behavior taking into account the norms of societies speaking the studied language.

The importance of sociocultural competence:

- knowledge of the national mentality, picture of the world;
- removal of cultural difficulties;
- awareness of the expansion of one's own worldview, ideas about another sociocultural community.

Sociocultural competence is divided into the following types:

1. Sociolinguistic competence involves the ability to choose a linguistic form and method of linguistic expression that is adequate to the conditions of the communication act, i.e. the communication situation, goals and intentions, and social roles of communication partners.

2. Cultural competence involves students mastering the national and cultural specifics of the country of the language being studied and the ability to structure their speech and non-speech behavior in accordance with these specifics. It involves mastering information about the country of the language being studied, its geographical location, natural conditions, attractions, government structure, national characteristics of everyday life and culture of the country of the language being studied, and the specifics of speech and non-speech behavior of native speakers of a foreign language.

3. Linguistic and cultural competence involves mastering non-equivalent vocabulary (within the framework of the topics being studied, subjects of speech) and ways of conveying it in the native language; background vocabulary, realities characteristic of the texts used in the learning process; methods of conveying the realities of the native language in a foreign language (within the framework of the topics studied, subjects of speech). [1]

In the process of communication, there is an orientation towards the social characteristics of the speech partner: his status, position, situational role, which is manifested in the choice of alternative speech means with stratifications and speech constraints.

Thus, communicative competence is an integrative concept, including both the skills and abilities to perform actions with language material, and regional geographic knowledge, abilities and abilities. Knowledge, abilities and abilities of only one part cannot indicate the ability to communicate, i.e. to receive and transmit information using different types of speech activity. Therefore, in relation to the specifics of the subject "foreign language", the concept of training means the acquisition by students of one or another level of communicative competence.

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